

Behavioural, psychological, and physiological stress markers and academic performance in immigrant and non-immigrant preschool and school students.

Autores

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Abstract

The aim of this study was to analyse the differences in behavioural, psychological, and physiological stress markers and academic performance of immigrant parents' students and non-immigrant parents' students. 75 students (7.8 ± 2.3 years, from 3 to 12 years), 37 from Morocco immigrant families and 38 from Spanish families, all of them studying in a Spanish public school were recruited. We analysed the autonomic nervous system stress status by the heart rate variability, physical activity patterns, nutritional habits, state and trait anxiety, and academic performance of students. No significant differences were found in autonomic nervous system stress markers, physical activity levels, academic performance, and just a lower protein animal consumption from students with Moroccan families. Students with North African descent family presented a behavioural, psychological and physiological stress markers and academic performance similar than students with national origins, showing their adaptation in the school context.

Palabras clave

Stress, Anxiety, School students, Integration, Immigration